Ministry of Advanced Education

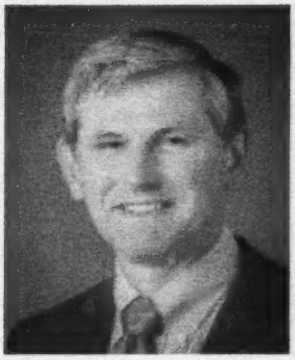
2014/15 Annual Service Plan Report

For more information on the Ministry of Advanced Education, contact:

Ministry of Advanced Education:
PO BOX 9884
STN PROV GOVT
VICTORIA, BC
V8W 9T6

or visit our website at
www.gov.bc.ca/aved

Minister's Message and Accountability Statement



As Minister of Advanced Education and Minister Responsible for Government Communications and Public Engagement, it is my pleasure to present the 2014/15 Annual Service Plan Report, reporting on targets outlined in the Ministry of Advanced Education 2014/15 – 2016/17 Service Plan.

B.C. has a world-class post-secondary education system that is preparing British Columbians with the education and training needed to take advantage of the one million job openings projected by 2022. Government launched B.C.'s Skills for Jobs Blueprint in April 2014 to align funding and programs with labour market needs and provide a clear and seamless path from school through to the workplace.

Government is investing over the next three years in trades training infrastructure projects at public post-secondary institutions to support training for in-demand jobs. New and expanded financial assistance grants encourage students to take programs that are in-demand. Government has invested in community-based programs to ensure Aboriginal people have the education, training and support they need to take advantage of emerging economic opportunities.

The Ministry continues to promote B.C. as an international education destination through trade missions such as the trade missions to India in October 2014, and China in March 2015. This supports the goal of B.C.'s International Education Strategy to create opportunities for the two-way exchange of students, educators and ideas between countries, and will help us meet our goal of a 50% increase in the number of international students studying in B.C. by 2016.

Other Ministry priorities such as the School of Traditional Chinese Medicine at Kwantlen Polytechnic University and improving technology for StudentAid BC have made good progress. The Ministry is continuing to work with public post-secondary institutions to identify efficiencies and find administrative savings through collaboration and shared services to maximize taxpayer investment in education. Costs for students were reduced through work with education partners to develop 70 free online open textbooks in the highest enrolled first and second year post-secondary subject areas and another 50 focused on skills and technical training programs were initiated.

I would like to thank our partners in education throughout B.C. and staff in my Ministry for their commitment to accessible high-quality education that is affordable for students and taxpayers.

The Ministry of Advanced Education *2014/15 Annual Service Plan Report* compares the actual results to the expected results identified in the *2014/15 - 2016/17 Service Plan.* I am accountable for those results as reported.

Honourable Andrew Wilkinson
Minister of Advanced Education
June 15, 2015

Table of Contents

Minister's Message and Accountability Statement 3
Purpose of the Ministry 5
Strategic Direction and Context 5
Strategic Direction 5
Strategic Context 6
Report on Performance 7
Goals, Objectives, Strategies and Performance Results 8
Financial Report 18
Management Discussion and Analysis 18
Financial Report Summary Table 19
Income Statement for Universities and Colleges 20
Appendix A: Contact Information and Hyperlinks 21
Appendix B: Crowns, Agencies, Boards and Commissions 22
Appendix C: Minister's Mandate and Actions Summary 23

Purpose of the Ministry

The Ministry of Advanced Education provides leadership and direction for the world class post-secondary education and training system in British Columbia. Through a range of public and private post-secondary institutions, the Ministry has played a key role in ensuring B.C. has the skilled workers needed to capitalize on economic opportunities and meet the labour market needs of the province. The Ministry is responsible for two crown agencies, the British Columbia Council for International Education and the Private Career Training Institutions Agency. The latter will be dissolved and the Ministry is expected to assume direct responsibility for the regulation of private career training in B.C. later this year. The Ministry also administers student financial assistance programs that help eligible students meet the costs of their education through loans, grants, bursaries, scholarships and targeted programs.

In December 2014, the Ministry gained responsibility for Government Communications and Public Engagement (GCPE) which ensures citizens have easier access to government services and information, while ensuring that their privacy is protected and that identity information is secured. In addition, GCPE leads the commitment to open government by informing citizens about government policies, programs and services, providing more data online to citizens and directly engaging with citizens on issues and decisions made by government.

Strategic Direction and Context

Strategic Direction

The 2014/15 Minister's mandate letter outlined strategic priorities for the year focused on making sure British Columbians are first in line to take advantage of the one million job openings in B.C. that are predicted by the year 2022 as well as the seamless delivery of education and skills training from high school through to entry in the workforce (see Appendix C for further details).

The Ministry plays a key role in supporting the *BC Jobs Plan*, which focuses on ensuring a strong economy and secure tomorrow for British Columbians. In support of the *BC Jobs Plan*, government developed *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training* to maximize the potential of the existing and future workforce. This detailed plan is designed to match the skills that B.C. students acquire during their education and training programs with labour market requirements. The Blueprint undertakes fundamental improvements to make education and training more effective and more relevant to the needs of industry and the workplace.

Through the actions and commitments included in the Blueprint, as well as the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the Ministry is working to ensure that Aboriginal people have the education, training and support they need to take advantage of economic opportunities.

The Ministry continues to advance *B.C.'s International Education Strategy* to encourage a global two-way flow of students, educators and ideas between countries and provide valuable social, cultural and economic opportunities for educational institutions, students and communities.

In 2014/15, the Ministry began work with post-secondary institutions and the British Columbia Council for International Education to implement the Taxpayer Accountability Principles, taking further steps to ensure budget targets are met and that resources are used in the most efficient manner.

Strategic Context

The world is changing and education must continue to evolve to keep pace. Government needs to adapt, seek out opportunities and respond to key factors influencing change including the economy, skills shortages, globalization and technology.

British Columbia's real GDP increased by 2.6 per cent in 2014, following growth of 1.9 per cent in 2013[1]. Strong retail sales growth was partly driven by increased tourism and interprovincial migration, while continued low interest rates supported housing starts growth. Despite unbalanced external demand, BC exports and manufacturing shipments posted notable gains. Meanwhile, employment in BC increased modestly. Several risks to the economy in B.C. remain, including the potential for a slowdown in domestic and US activity, ongoing fragility in Europe, and slower than anticipated Asian demand, particularly in China. Additional risks include a fluctuating Canadian dollar and weak inflation, in part due to lower oil prices.

By 2022, approximately one million job openings are expected in B.C. driven by retirements and economic growth. These jobs will increase the demand for more and higher skills – more than 78 per cent of jobs will require some form of post-secondary education and training and 44 per cent will be in trades and technical occupations. The province will need to tap into the full potential of its workforce and ensure education and training is responsive to employer and labour market needs.

A strong economy and fiscal discipline will provide for a secure tomorrow. In 2014/15, the Ministry worked with post-secondary institutions to find ways to bring the rate of future cost growth in line with the rate of revenue growth to support the long-term financial sustainability of the system. The Ministry has worked collaboratively with the sector to find opportunities for administrative efficiencies and shared services between institutions that will generate savings, while protecting services to students. Through sound financial management and continued efforts to align post-secondary education and training with labour market demand, government is maximizing return on investment.

Government also undertook a core review to ensure government is operating as efficiently and effectively as possible. As a result, government determined that it would assume direct responsibility for the regulation of private career training in B.C. This approach will strengthen quality assurance, result in a more integrated and effective regulation of private career training institutions, eliminate overlapping processes and reduce the regulatory burden on the sector.

Government Communications and Public Engagement has continued working to improve interactions between citizens and government. Citizens have told government they expect service information to be more accessible and easy to find. In response, GCPE has been aligning processes and infrastructure; providing governance and building partnerships with ministry programs to unify government's presence across service delivery channels; setting strategic direction and improving the quality of information on ministry programs and services. The value to citizens will be improved service levels and a higher level of satisfaction.

[1] Statistics Canada, GDP by industry

Report on Performance

In 2014/15, the Ministry of Advanced Education invested over $1.8 billion in operating funding for the post-secondary education system, up from $1.4 billion in 2001. This direct investment resulted in $5.2 billion in annual expenses at B.C. public post-secondary institutions to provide high quality education to over 430,000 learners, awarded over 57,000 credentials and provided continued financial support for approximately 64,000 full-time and about 6,000 part-time borrowers.

Government is implementing the Taxpayer Accountability Principles across the broader public sector which apply to the public post-secondary institutions and the British Columbia Council for International Education. The new Principles formalize many of the practices that were already in place for the oversight of the institutions and Ministry crown organizations. Key actions for 2014/15 included:

- Established regular meetings between minister and board chairs, and deputy minister and presidents.
- Signed the addendum to the 2014/15 Government Letter of Expectation to adopt the new Principles.
- Consulted with Board members of institutions and BCCIE on mandate letters for 2015/16.
- Consulted with institutions and BCCIE regarding the Strategic Engagement Plans.
- Approval of standards of conduct for institutions and BCCIE by the Minister of Finance.

Key achievements of the past year delivered under *B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training*, launched April 2014, included:

- Use of data to drive decision-making to better match education and training with in-demand occupations - as a result, approximately 4,900 newly targeted post-secondary student spaces in 2014/15.
- Initiated a pilot program for students with disabilities to increase their success in trades and technical training areas.
- Established an online Trades Training Seat Finder which shows where available spaces are located.
- Expanded the BC Access Grant for Labour Market Priorities program to offer eligible students grants to study in-demand foundation trades programs.
- Construction underway on new training centres at Okanagan College, Camosun College and the Nicola Valley Institute of Technology.
- $4.4 million in 2014/15 to 14 public institutions to purchase new trades training equipment.

Additional achievements for the year can be found in the Minister's Mandate and Actions Summary (Appendix C).

Government Communications and Public Engagement

Key GCPE achievements of the past year included:

- Implementation of the corporate web rationalization initiative with the outcome of improving how citizens find and access information via government's web presence.
- Increased sharing of authoritative enterprise and open data sets, removing barriers to accessing data through governance models and cross jurisdictional opportunities to coordinate with partners.

- Supported ministries in the delivery of significant government public engagement programs, including BC on the Move: A Ten Year Transportation Plan, the Provincial Scholarships and Awards Program, and new models for forest tenures.
- Supported a number of ministries in conducting user research and re-designing services to meet citizen's needs.
- Responding to thousands of communications and media inquiries annually and exceeding the corporate target as described in the Report on Performance section.

Goals, Objectives, Strategies and Performance Results

Goal 1: Students are supported to achieve their education, employment and training goals

Government is re-engineering education and training – from kindergarten through to post-secondary training and beyond – to ensure B.C. youth and workers have the skills to be first in line for jobs in a growing economy. Through implementation of the *BC Jobs Plan* and other key priorities, the Ministry is working to fulfill the following objectives and strategies.

Objective 1.1: Align post-secondary education and training with labour market demand to achieve a highly skilled workforce.

Strategies

- Collaborating with post-secondary institutions to set targets for post-secondary graduates that will enable the province to match education and training programs with labour market requirements.
- Working with the Ministry of Jobs, Tourism and Skills Training and the Ministry of Education to develop a 10-year skills training plan for youth from high school through entry into the workforce.
- Collaborating with the Ministry of Agriculture to ensure a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.
- Continuing to support the B.C.'s *Skills and Training Plan* by:
    - Leveraging existing forums and initiatives, such as the Regional and Sectoral Workforce Tables, to better understand regional and sectoral education and training needs. Identify and target training and investments to expanding sectors of the economy;
    - Working with partners to support flexible training options for apprentices, allowing them to participate in training that is responsive to employer needs;
    - Leveraging B.C. Centres of Training Excellence to increase partnerships between industry and institutions, and identify creative solutions to workforce challenges through the sharing of expertise and coordinated training; and,
    - Continuing to support new or improved skills training equipment, technology and facilities to provide skills training opportunities aligned with regional needs.

Objective 1.2: Respond and adapt to the diverse and changing needs of students.

Strategies

- Reviewing student financial assistance programs to ensure they meet the needs of students and are responsive to labour market priorities.
- Reviewing processes that support student financial assistance to improve services to students and their families.
- Developing open textbooks for the 40 highest enrolled first and second year undergraduate subject areas and an additional 20 open textbooks focused on skills training and technical programs.

Objective 1.3: Increase participation and successful completion of all students.

Strategies

- Working closely with partner ministries to ensure a seamless delivery of education and skills training from high school through to entry in the workforce. For example, high school students earning credits towards a trades or technical program.
- Continuing implementation of the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* to:
    - Increase participation rates and learning outcomes for Aboriginal learners;
    - Support initiatives that promote systemic changes to the B.C. public post-secondary system so that it is relevant, responsive, respectful and receptive to Aboriginal learners and communities; and,
    - Provide funding for partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Continuing to provide support to students with disabilities through a range of programs that provide student financial assistance, adaptive equipment and accommodation services to address barriers to education.

Performance Measure 1: Overall unemployment rate for post-secondary graduates

Performance Measure[1,2,3]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
Overall unemployment rate for post-secondary graduates	8.0%	8.6%	Unemployment rate for youth with high school credentials or less (≤ 12.4%)	7.7%	Unemployment rate for youth with high school credentials or less (≤ 10.5%)	Unemployment rate for youth with high school credentials or less (≤ 10.5%)

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; Apprenticeship Student Outcomes Survey (2014); and Labour Force Survey (2014).

[1] Actuals and targets align with academic year data.

[2] Target is the unemployment rate for people aged 18 to 29 years with high school credentials or less from the annual Labour Force Survey (LFS). 2014/15 and 2015/16 targets updated to reflect the provincial target in the most recent LFS.

[3] The margin of error for the overall unempoyment rate for public post-secondary graduates was plus or minus 0.3%; for diploma, associate degree and certificate graduates it was plus or minus 0.4%; for apprenticeship graduates it was plus or minus 0.8%; and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 60,000 each year) and a response rate of at least 50% was achieved.

Discussion

One of the major objectives of post-secondary education is to develop citizens with the knowledge and skills to fully participate in the economy and be ready for jobs that are in demand. This measure reflects the relevance of post-secondary credentials to the marketplace and provides an indication of how successful public post-secondary graduates are in making the transition to the labour market.

The measure compares unemployment rates for B.C. public post-secondary graduates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that post-secondary graduates should have a lower level of unemployment than people with high school credentials or less. Lower unemployment will positively affect individuals, families and communities as well as overall economic prosperity.

In the 2014 survey, the percentage of all post-secondary graduates who were unemployed was 7.7 per cent compared with 10.5 per cent for young adults with high school credentials or less. For the past 5 years, the unemployment rate for post-secondary graduates has stayed at 9 per cent or less.

Performance Measure 2: Overall credentials awarded to Aboriginal students in the public post-secondary system

Performance Measure[1,2,3,4]	Baseline	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
Overall credentials awarded to Aboriginal students in the public post-secondary system	2,634	3,070	Progress towards 2020/21 target of 4,609	3,241	Progress towards 2020/21 target of 4,609	Progress towards 2020/21 target of 4,609

Data Source: Ministry of Advanced Education and Student Transition Project.

[1] Actuals and targets align with academic year data.

[2] Baseline is presented as published in the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, launched in June 2012, based on the most recent data available at that time (i.e. 2009/10).

[3] Includes only credentials with evaluative components. Apprenticeship credentials are awarded separately by the Industry Training Authority (http://www.itabc.ca).

[4] Aboriginal learners are students with Aboriginal ancestry who self-identified in the B.C. kindergarten to grade 12 education system or who self-identified as Aboriginal at a B.C. public post-secondary institution.

Discussion

The Ministry has an objective of increasing participation and successful completion of all students. This objective has two components: participation, focused on getting students into post-secondary education; and completion, focused on supporting students to finish their studies successfully. The Ministry tracks progress towards this objective through a series of measures, including the three-year transition rate from high school to post-secondary education and credentials awarded.

Aboriginal peoples are the fastest growing segment of population in B.C., and government wants to enable Aboriginal British Columbians to take full advantage of the economic opportunities that exist in the province. In 2012, the Ministry developed a strategy tailored to the needs of Aboriginal learners: the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*. This strategy includes a goal to increase the number of Aboriginal learners awarded a post-secondary credential by 75 per cent by 2020. First introduced in the 2012/13 – 2014/15 Ministry Service Plan, this measure tracks progress towards this goal.

In 2013/14, 3,241 credentials were awarded to Aboriginal students. As the implementation of the actions under the Plan continues, there should be more Aboriginal students accessing and completing post-secondary programs.

Goal 2: Maintain a quality post-secondary education system that provides B.C. with a global competitive advantage

High quality post-secondary education for all students in B.C. is of foremost importance to ensure B.C. maintains a global competitive advantage. Students are increasingly mobile and have access to educational opportunities around the world, both in person and online. With the multitude of choices available, students expect high quality outcomes. For B.C., a commitment to maintaining the highest standards is key to attracting students domestically and internationally.

The Ministry works in collaboration with the British Columbia Council for International Education, post-secondary institutions and key ministry partners to implement the actions outlined in *B.C.'s International Education Strategy*. This includes working with the Ministry of International Trade's Education Marketing Managers in overseas trade and investment offices to advance international education interests for B.C. in priority markets.

Objective 2.1: Increase international participation throughout our education system.

Strategies

- Continuing implementation of British Columbia's *International Education Strategy* to:
  - Expand opportunities for B.C. students to participate in study and work abroad experiences to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
  - Promote B.C. in key target markets to encourage international students to pursue further learning in B.C.; and,
  - Encourage all educational institutions in B.C. to develop a stronger international outlook within B.C.'s educational system.

Objective 2.2: Build on current strengths to enhance the quality of the post-secondary education system.

Strategies

- Advancing competitive advantage for B.C. as a study destination for post-secondary education by strengthening the Quality Assurance Framework.

Objective 2.3: Increase collaboration, innovation and partnerships.

Strategies

- Establishing a School of Traditional Chinese Medicine in partnership with a publicly funded post-secondary institution.
- Working with industry and post-secondary partners to align post-secondary programming with labour market demand identified through initiatives such as Regional Workforce Tables.

Performance Measure 3: International students studying in British Columbia

Performance Measure[1,2,3]	Baseline	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
International students studying in British Columbia	94,000	112,800	113,430	114,600	125,900	141,000

Data Source: Citizenship and Immigration Canada; Ministry of Education; Public Post-secondary Institutions; and Languages Canada.

[1] Actuals and targets align with academic year data.

[2] Baseline and targets were established in the *International Education Strategy*, launched in May 2012, based on the most recent data available at that time (i.e. 2009/10).

[3] Includes students enrolled in the kindergarten to grade 12 education system, private language schools, public and private post-secondary institutions.

Discussion

Significant economic benefits accompany the increased international outlook of our education system. International students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. International education also offers valuable social and cultural opportunities. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Government launched the *International Education Strategy* in May 2012 and set a goal of increasing the number of international students studying in B.C. by 50 per cent by September 2016. This Strategy established a baseline of 94,000 students (based on the 2009/10 academic year), and therefore has a target of 141,000 students. Interim targets were also established.

In the 2013/14 academic year, approximately 114,600 international students chose B.C. to pursue their educational goals, including 39,600 in our public post-secondary system, 17,400 attending private post-secondary, 43,500 in private language schools and 14,100 in public/independent kindergarten to grade 12 education.

Performance Measure 4: Students satisfied with their education

Performance Measure[1,2]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
Students satisfied with their education	93%	93%	≥ 90%	93%	≥ 90%	≥ 90%

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes survey (2014).

[1] Actuals and targets align with academic year data.

[2] The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.2%; for diploma, associate degree and certificate it was plus or minus 0.3%; for apprenticeship it was 0.7%; and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 60,000 each year) and a response rate of at least 50% was achieved.

Discussion

High-quality post-secondary education continues to play an important role in the economy of B.C. and is of foremost importance to the Ministry. Assessment by students of their overall satisfaction with their program is one way to measure the quality of the system.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

Students consistently report very high satisfaction with their education, an average of 93 per cent over the past 5 years. In the 2014 survey, 93 per cent of students reported being satisfied or very satisfied with their education.

Performance Measure 5: Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment

Performance Measure[1,2]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment	85%	86%	≥ 90%	85%	≥ 90%	≥ 90%

Data Source: Baccalaureate Graduate Survey; Diploma, Associate Degree, and Certificate Student Outcomes Survey; and Apprenticeship Student Outcomes survey (2013 to 2014).

[1] Actuals and targets align with academic year data.

[2] The margin of error for the overall percentage of graduates rating satisfaction with their education was plus or minus 0.4%; for diploma, associate degree and certificate it was plus or minus 0.5%; for apprenticeship it was 2.0%; and for bachelor degree graduates it was plus or minus 0.5% (19 times out of 20). Attempts are made to contact all eligible graduates (about 60,000 each year) and a response rate of at least 50% was achieved.

Discussion

Training and education programs that are relevant and applicable to changing labour market needs are critical to ensuring learners have the skills and knowledge to be successful in their chosen career. This performance measure reflects assessment by students of the usefulness of the knowledge and skills acquired during their post-secondary educational experience. It is an indication of how well the programs at public institutions are meeting the needs of both students and the labour market.

Data results are from a survey of public post-secondary students eight months to two years after they complete their programs. This allows students to reflect on their education in relation to their experience in the workforce.

In the 2014 survey, 85 per cent of respondents reported that the knowledge and skills gained through their education or training was either "very useful" or "somewhat useful" in performing their current work duties. This result has stayed consistent for the past 5 years.

Goal 3: An education and training system that maximizes return on investment and supports British Columbia's diverse communities

Building a strong economy is central to the Ministry's mission. The Ministry ensures the post-secondary system is strong, accountable, transparent, flexible and delivers value. In 2014/15, government committed to further strengthening this accountability, improving the management of public funds and revitalizing the relationship between government and public sector organizations through implementation of the Taxpayer Accountability Principles. The Ministry is working collaboratively with the post-secondary sector to find opportunities for administrative efficiencies and shared services between institutions that will generate savings, while protecting services to students. In addition, by improving information for students to support their program choices and student financial assistance decisions, the Ministry is taking steps to support student success after post-secondary education.

Objective 3.1: Lead a post-secondary education system that is strong, accountable, transparent, flexible and delivers value.

Strategies

- Undertaking an institution-wide core review of public post-secondary programming to ensure each institution has reviewed its operations and is in alignment with the labour market and their local communities.
- Collaborating with public post-secondary institutions regarding administrative service delivery transformation; working to minimize overheads and, where possible, consolidating functions.
- Strengthening institutional accountability with performance expectations that align to labour market needs.
- Maintaining accountability of government's investment in public post-secondary education with annual institution reporting through the Accountability Framework.

Performance Measure 6: Total student spaces at public post-secondary institutions

Performance Measure[1]	2012/13 Actual	2013/14 Actual	2014/15 Target[2]	2014/15 Actual	2015/16 Target	2016/17 Target
Total student spaces at public post-secondary institutions	206,998	207,050	≥ 201,013	202,885	≥ 201,256	≥ 201,274

Data Source: Ministry of Advanced Education

[1] Total student spaces include Industry Training Authority full-time equivalents.

[2] Total FTE target of 201,013 is 208 higher than the 2014/15 Service Plan target of 201,221 primarily due to a restatement of the Industry Training Authority's 2014/15 training plan.

Discussion

Student spaces are an indicator of the ability of public post-secondary institutions in B.C. to meet the demand for high quality education and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economies.

Achieving the total student spaces targets in partnership with public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the supply needed to meet forecast labour market demands.

In 2014, the Ministry invested over $1.8 billion in the post-secondary education system, up from $1.4 billion in 2001. The majority of this investment is provided to the 25 public post-secondary institutions in B.C. to deliver educational programs through funded student spaces. The Ministry sets targets based on this investment, which are surpassed by many post-secondary institutions based on student enrollment.

In *B.C.'s Skills for Jobs Blueprint*, government outlined its plan to align public post-secondary institution operating grants to support training for high demand jobs. By increasing the proportion of operating grants focused on priority programs, over time education and training will better align with in-demand occupations needed for the economy. These top 60 occupations are listed in the *British Columbia 2022 Labour Market Outlook*. Priority health occupations, regional labour priorities, Aboriginal people and people with disabilities are also a focus of the shift in funding.

Historically, student enrolment tends to soften in periods of strong labour demand – students may choose to leave their studies for a job before completing their programs, or they may opt for employment instead of first pursuing post-secondary training. The opposite holds true in times when the economy slows.

Objective 3.2: Foster knowledge development to support the creation of new ideas and solutions to a range of economic, social, scientific and environmental issues.

Strategies

- Working to ensure post-secondary institutions in B.C. stay on the cutting edge of research.
- In partnership with the Ministry of Technology, Innovation and Citizens' Services, investing in research and innovation infrastructure and the development of highly qualified personnel through the B.C. Knowledge Development Fund.

Objective 3.3: Use and provide quality information for decision making and better societal outcomes.

Strategies

- Enhancing data analytics to ensure efficient use of student financial assistance funding that generates a return on investment for British Columbians.
- Improving alignment between post-secondary education and the skills that are relevant to the labour market through informed policy decisions.
- Working with DataBC to expand the data the Ministry shares publicly to encourage opportunities for engagement between government and the public.

Performance Measure 7: Loan repayment as a per cent of income

Performance Measure[1]	2011/12 Actual	2012/13 Actual	2013/14 Target	2013/14 Actual	2014/15 Target	2015/16 Target
Percentage of income used to pay educational debt or student loan payment	5.3%	5.3%	≤ 8%	5.7%	≤ 8%	≤ 8%

Data Source: Baccalaureate Graduate Survey and Diploma, Associate Degree, and Certificate Student Outcomes Survey (2014).

[1] Actuals and targets align with academic year data.

Discussion

Post-secondary education is an investment for individuals, taxpayers and the province. Students who choose to pursue post-secondary studies tend to have lower unemployment rates, higher lifetime earnings and better health outcomes. This measure is an indicator of student success after post-secondary education through their level of earnings and capacity to repay their student loan.

With this measure, students self-report the total amount of debt from government-sponsored student loans and other sources, as well as their income. Monthly debt service payments as a per cent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of the monthly income of a student is being spent on educational debt repayment.

In the 2014 survey, students reported using 5.7 per cent of income to pay educational debt or student loan debt. A limit of eight per cent for non-mortgage credit commitments is often used by lending institutions as a recommended maximum debt load[2]. The Ministry strives to stay well under this threshold. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

The Ministry also monitors repayment rates of borrowers who have accessed Canada Student Loans. The repayment rates[3] for borrowers attending public institutions in B.C. is 90 per cent compared to 80 per cent for borrowers attending B.C. private institutions in the most recent data available. This rate is equal to the national average of 88 per cent. Repayment rate is an indicator of priority work underway to reduce the cost of defaulted loans – both to the borrowers and taxpayers.

[2] Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.

[3] Repayment rates represent students that consolidated their loans in 2012/13; measured on July 31, 2014.

Government Communications and Public Engagement (GCPE)

GCPE is accountable for the citizen service experience by setting the strategic direction and accountabilities for implementation within the BC Public Service. GCPE provides strategic communications and engagement advice and planning for all levels of provincial government including the Premier's Office, members of Cabinet, senior government officials, and ministry program staff.

Previously under the responsibility of the Ministry of Technology, Innovation and Citizens' Services, objectives and strategies associated with GCPE were part of a broader goal to "Make it easier for citizens and businesses to interact with government." As a result of the shift in responsibility, the Ministry of Advanced Education is reporting out on the following performance measure.

Performance Measure 8: Timely response to media inquiries

Performance Measure	2012/13 Actual	2013/14 Actual	2014/15 Target	2014/15 Actual	2015/16 Target	2016/17 Target
Timely response to media inquiries	98.8%	99.1%	97.0%	99.5%	97.0%	97.0%

Data Source: Government Communications and Public Engagement Communications Offices

Discussion

This performance measure is an average of two indicators from the office of GCPE and their ability to provide a timely response to media inquiries: the per cent of media inquiries acknowledged within one hour and the per cent of media inquiries responded to within the media deadline. By providing timely information to the media, GCPE ensures the public receives the information they need to develop opinions and allows for informed debate on decisions taken by government.

In 2014/15, GCPE responded to almost 14,200 media enquiries and exceeded the target of 97 per cent with a measurement of 99.5 per cent. For the past seven years, results have exceeded the baseline of 97.76 per cent established in 2006/07.

Financial Report

Management Discussion and Analysis

In 2014-15, as committed under *B.C.'s Skills for Jobs Blueprint*, the Ministry aligned $40 million for 3,400 newly targeted student full-time-equivalent spaces for in-demand training and education. The Ministry provided $4.4 million for Aboriginal community-based skills programming to support more than 440 Aboriginal people get skills for jobs and supported public post-secondary institutions with $1.5 million to pilot innovative training and initiatives to increase the success of persons with disabilities.

Student Assistance initiatives under the Blueprint aligned Student Financial Assistance grants to in-demand jobs included the B.C. Access Grant for trades students, Completion Grants for Graduates and the expanded Loan Forgiveness Program. The B.C. Access Grant for Labour Market Priorities provides up to $16,400 for eligible students to study in-demand trades at eligible public post-secondary institutions. Since announcing the BC Access Grant in September 2014, more than 700 students have received approximately $1.96 million. The BC Loan Forgiveness Program was expanded to include more health and other specialized occupations such as ultrasonography and medical laboratory technologists.

Further support to Blueprint priorities will be achieved through the more than $72-million announced in provincial funding towards skills and training infrastructure:

- $16.5-million British Columbia Institute of Technology / Vancouver Community College Motive Power Centre of Excellence (B.C. provided $13.5 million).
- $30 million Centre for Trades Education and Innovation at Camosun College (B.C. is providing $29.2 million). Building completion expected in summer 2015.
- $33 million Okanagan College Trades Renewal Project in Kelowna (B.C. is providing $28 million). Completion expected in 2016.
- $1.8 million Nicola Valley Institute of Technology trades training facility (B.C. is providing $1.5 million). Completion expected in 2016.

Financial Report Summary Table

	Estimated (Restated)	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Educational Institutions and Organizations	1,846,961	0,000	1,846,961	1,851,997	(5,036)
Student Services Programs	68,495	0,000	68,495	60,871	7,624
Executive and Support Services	20,215	447	20,662	22,813	(2,151)
Government Communications and Public Engagement	0,000	26,155	26,155	24,330	1,825
Strategic Initiatives	0,000	11,100	11,100	10,872	228
Sub-Total	1,935,671	37,702	1,973,373	1,970,883	2,490
Adjustment of Prior Year Accrual[2]	0,000	0,000	0,000	(232)	232
Total	1,935,671	37,702	1,973,373	1,970,651	2,722
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	504	0,000	504	508	(4)
Total	504	0,000	504	508	(4)
Capital Plan ($000)					
Educational Institutions and Organizations – Post-secondary Institutions	146,826	0,000	146,826	113,386	33,440
Total	146,826	0,000	146,826	113,386	33,440

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act.

[2] The Adjustment of Prior Year Accrual of $0.2 million is a reversal of accruals in previous years.

Income Statement for Universities and Colleges

	2014/15 Budget	2014/15 Actual	Variance
Combined Income Statement ($000)			
Total Revenue	5,359,058	5,422,792	63,734
Total Expense	5,276,986	5,264,438	12,548
Operating Results	82,072	158,354	76,282
Gain (Loss) on sale of Capital Assets (if applicable)	0	4	4
Net Results	**82,072**	**158,358**	**76,286**

This income statement includes estimates from all public post-secondary institutions. Numbers do not include current year elimination entries required to consolidate these agencies within the government reporting entity.

Appendix A: Contact Information and Hyperlinks

General Inquiries
Ministry of Advanced Education
PO BOX 9884
STN PROV GOVT
VICTORIA, BC V8W 9T6
E-mail: AVED.GeneralInquiries@gov.bc.ca

Minister
Telephone: 250-356-0179
Fax: 250-952-0260
E-mail: AVED.Minister@gov.bc.ca

Deputy Minister, Ministry of Advanced Education
Telephone: 250-356-5170
Fax: 250-356-5468
E-mail: AVED.DeputyMinister@gov.bc.ca

Media inquiries - Government Communications and Public Engagement
Telephone: 250-952-6400
Fax: 250-356-6942

British Columbia Council for International Education
Telephone: 604-637-6766
Fax: 604-637-6765
E-mail: bccie@bccie.bc.ca

Private Career Training Institutions Agency
Telephone: 604-569-0033
Fax: 778-945-0606
E-mail: info@pctia.bc.ca

Ministry of Advanced Education Legislation

- Public Post-Secondary Institutions
- Private Post-Secondary Institutions
- Other Education Legislation
- Professional and Occupational Legislation
- Regulations
- Orders in Council

Appendix B: Crowns, Agencies, Boards and Commissions

Crown Corporations

- B.C. Council for International Education - http://www.bccie.bc.ca
- Private Career Training Institutions Agency - http://www.pctia.bc.ca

Agencies and Boards

- BCcampus - http://bccampus.ca
- BCNet - https://www.bc.net
- British Columbia Council on Admissions and Transfer - http://www.bccat.ca
- Degree Quality Assessment Board - http://www.aved.gov.bc.ca/degree-authorization/board
- Boards of colleges, institutes and universities

Appendix C: Minister's Mandate and Actions Summary

In the Premier's annual Mandate Letter to the Minister dated June 10, 2013, the Minister of Advanced Education received direction on strategic priorities for the 2014/15 fiscal year. These priorities and the Ministry's resulting actions are summarized below:

Mandate Letter Direction	Ministry's Action
1. Balance your ministerial budget in order to control spending and ensure an overall balanced budget for the province of British Columbia.	• Ministry spending was controlled such that a small surplus was obtained. The surplus represents less than 1% of total budget. • Ministry spending indicates that funding was appropriately used to benefit students and to support post-secondary education. • The Ministry has successfully contributed to the government goal of controlling spending and ensuring an overall balanced budget for the province of British Columbia.
2. Ensure the institutions within your portfolio are meeting their budget targets and using their resources as efficiently as possible.	• Quarterly analysis of institutions' year-to-date financial results and four year forecasts ensure that institutions are meeting budget targets. • Institutions projecting financial statement deficits submitted mitigation plans and monthly forecast updates to the Ministry. Actions were taken to minimize impacts to students and reposition the institution(s) for long-term sustainability.
3. In concert with the Boards of B.C.'s colleges and universities, set targets for post-secondary graduates that will enable our province to match the skills we need with the skills we are graduating.	• The Ministry collaborated with the public post-secondary sector to develop and implement the *Skills Gap Plan* process where institutions work to align areas of their programming with labour market needs and government priorities. • In 2014/15, an additional $40 million of existing provincial funding was targeted to in-demand training and education.
4. Continue to minimize overheads within our publicly funded institutions and, where possible, consolidate functions across different post-secondary institutions.	• A Joint Procurement Consortium was launched in May 2014 with all 25 public post-secondary institutions participating. • Efficiencies and cost reductions were achieved by negotiating lower banking and credit card fees, and jointly procuring goods and services including natural gas and information technology. • Other collaboration opportunities were initiated including vending services, print services, office supplies and travel management.

5. Review the student loan program and make recommendations for improvements to ensure the loan program is meeting the needs of today's students.	• Expanded loan forgiveness as an employment incentive for in-demand health occupations that are difficult to fill • Targeted up-front grants to align with in-demand trades through expansion of the BC Access Grant for Labour Market Priorities • Re-profiled Loan Reduction Program as a "Completion Grant" and provided a new completion grant incentive for students who graduated from a program of study supporting key in-demand occupations • Modernization of existing systems and processes with the implementation of new online application and an institutional portal and the continued replacement of paper documents/notifications with digital communications.
6. Include the requirement for post-secondary Boards to undertake an institution-wide core review of their programming to ensure student seats are being filled.	• Institutions completed a core review of programming to: ensure alignment of resources with priorities; confirm resources are being used as efficiently and effectively as possible; consider opportunities for realignment and collaboration; and minimize duplication, consolidate functions. • All institutions presented the Minister of Advanced Education with findings and recommendations for Government consideration.
7. Cooperating with the Ministry of Agriculture, ensure that a Centre of Excellence in Agriculture is created at the University of the Fraser Valley.	• The Ministry provided $1 million in July 2013 towards the cost of the construction of the Centre of Excellence in Agriculture. • Construction was completed in March 2014 and the Centre was officially opened by the Premier on April 4, 2014.
8. Implement our government's commitment to establish a School of Traditional Chinese Medicine at a publicly funded B.C. post-secondary institution.	• After completion of an Expression of Interest process in the fall of 2013, Kwantlen Polytechnic University was selected to host the first School of Traditional Chinese Medicine in the province. • Consistent with the practice of establishing new health programs in B.C., Kwantlen Polytechnic University has formed a Program Advisory Committee to help guide the development and implementation of the School of Traditional Chinese Medicine. • Kwantlen Polytechnic University plans to launch Traditional Chinese Medicine programming in September 2016.

9. Deliver on the *BC Jobs Plan* targets contained in our International Education Strategy including increasing the number of international students studying in British Columbia by 50% by 2016.	• Completed over 20 international missions and initiatives in key and emerging markets, including B.C. trade missions to India and China in 2014/15. More than 40 delegates from post-secondary institutions and education organizations joined government in India and China to promote B.C. as a high quality education destination. • Since 2012, government provided over $11 million in scholarship funding to bring more international students to B.C. and give more domestic students the chance to study abroad - more than 1100 B.C. and international students have benefitted from this funding. In 2013/14, 114,600 international students studied in B.C., an approximately 22 per cent increase compared to 2009/10. For more details, see Performance Measure 3 – International students studying in British Columbia.